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JOB PROFILE ASSESSMENT FRAMEWORK: France

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Programme

DESIGN – Disabled Employability Signaling

Partners

AFEJI

AFID – Fundação afid Diferença

Andicat

APROXIMAR – Cooperativa de Solidariedade Social, CRL

Asociatia Profesionala Neguvernamentala de Asistenta Sociala ASSOC

EaSI – European Association for Social Innovation

Hand in Hand Foundation (Kézenfogva Alapítvány)

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Guide to complete this document:

The project partnership will use this working document in order to collect partners experience regarding the job profile assessment model they use or identified in during the review done in O1.

The focus will be on the description of the process and specific instruments used to evaluate a person with disability.

Further you will find questions that can guide the development of the flowchart of the process you will describe.

Please see the model of ASSOC partner and use the link <https://www.yworks.com/products/yed> to install the program that can assist you to draw your model process.

The flowchart doesn't have to include details about the instruments. This can be signalled to be seen in the annexe.

1. How does a person with disabilities get to your organisation job placement service?

An **orientation** is given by the Departmental Home for Disabled Persons (MDPH), departmental commission. The notification undertakes vocational guidance over a given period. Following an orientation, disabled persons get themselves known by different means to the Work Assistance Services and Establishments (ESAT): - partnerships, - personal or - family initiatives, - public orientations (Ex. Medico-Educational Institutions - I.M.E. - , Local Missions, Psychological Health Centers – C.M.P. - etc.)

Every ESAT has its own **waiting list**. This list is compulsory and structured in a certain way, with a quotation provided by the Regional Health Agencies (ARS), which allows checking if a person is available right away, or within what time period. In every list there are available persons (active list) and not available persons (dormant list). They are regularly updated.

ESAT have an admission process:

After an application letter for registration with an up-to-date MDPH notification enclosed there are:

1. **Pre-admission Appointment** followed by a site visit. It may imply as well interviews with different specialists if there are any within an Establishment:
 - psychologist
 - social service assistant
 - educator
 - Establishment managing staff
2. **Immersion work placements / traineeships** (of 15 days under different forms of agreements) followed by a self-evaluation and an evaluation provided by ESAT team.

3. **Admission commission:** validation or refusal (either at least placed in standby mode or invited to do another traineeship for different workshop, sometimes within another ESAT).

2. What is the scope of service provided?

Services provided:

- ✚ Social : assistance facilitating pathway to ordinary environment
- ✚ Medical: prevention, health.
- ✚ Educational: valorisation, social roles, autonomy, transport, citizenship, participation.
- ✚ Psychological : assistance, support.

Professional trainings:

- ✚ Recognition of professional experience (R.A.E.P.), Validation of Acquired Experience (V.A.E.), professionalization;
- ✚ Professional integration : traineeships in ordinary working environment, training modules « SEE - Social skills for working in a company »;
- ✚ Learning : proficiency maintenance, skills acquisition, specific professional training on a profession or a specific field

3. Who proceeds an initial evaluation of the disabled people in your organisation?

(E.g. social worker, case manager, with or without a support of a concerned person's family etc.)

The initial evaluation/pre admission appointment is a cross peer evaluation by :

- a psychologist (**annex 3**),
- a field educator, a social service assistant and/or service manager (**annex 4**)

4. What tools/inputs/instruments/training do you use for evaluation of a disabled person profile?

The evaluation methodology consists in a regular workplace assessment. Next to the initial evaluation, the persons have an Immersion Work Placements/ Traineeships. Afterwards, they sign an employment contract on probation for 6 months, which can be renewed for 6 months.

During this Work placement period, different tools /instruments are available to ensure the evaluation process:

- Information Sheet,
- Internal evaluation grids,
- Written reports on an individual evolution/development related to the accompaniment at the previous Establishment / Establishment of origin,
- Record of competences,
- Interview templates,

- Psychological tests.

A dedicated service, the **Social and Professional Inclusion Service** (S.I.S.E.P.) collaborates closely with ESAT team in order to develop professional evaluation, training and integration in the labour market of the disabled persons who are willing to move towards **Ordinary working environment** or to work in an **Adapted Enterprise** (enterprise adaptée - EA). The SISEP can orientate a person at any moment of the evaluation process. An orientation to EA or to Ordinary work environment is possible at any stage of the process: initial assessment, during the traineeship, or during the work placement.

The link between different assessment phases is ensured by the ESAT team (the SISEP is a dedicated service, which is pilot in few ESAT at the national level).

Generally, there is a permanent possibility to evolve from one establishment to another, or to the ordinary employment market. The evolution cycle is based on the outputs of the regular assessment of people with disabilities in their work environment.

5. Which are the outputs?

1. Individual profile which includes (**annexes 1 and 6**):

- ❖ Data on the level of competences,
- ❖ Degree of professional and social autonomy,
- ❖ Capacities of adaptation,
- ❖ Medical fitness,
- ❖ Orientation and professional prospects,
- ❖ A proposal of suitable accompaniment with particular attention to specific problems and measures to be implemented in order to make this accompaniment more efficient.

2. Creation of partnerships;

3. Information and training of professionals:

Training centers for Apprentices (CFA) with a special focus on the accompanied workers,

Centers of specific resources: Autism Resource Center (CRA), Resource Center on intellectual disability and mental health issues (CREHPSY), health, support and addictology prevention center (CSAPA), Medico-psychological Centre (CMP), penitentiary integration and probation service (SPIP), etc.

6. Related documents

- Contracts on support and guide through work in E.S.A.T. (CAST contract-based relations)
- Individual and personalized plan (PPI) and amendments
- Intermediate / 6 month reports (sent to the Departmental Home for Disabled Persons) (**annex 1**)
- Evaluation / trial period grids (**annexes 2, 7, 8**)
- Annual evaluation grids
- Apprenticeship evaluation grids (internal, from other ESATs etc. – **annex 5**)
- Law n° 2002-2 of January 2nd 2002:
 - Welcome Booklet

- The Regulations on Functioning
- The Establishment plan
- Regular assessment of the quality of services provided by establishments (internal and external evaluations)
- Participation of beneficiaries (through Social Life Council (CVS) / speaking groups)

7. Performance indicators

In this evaluation procedure in a workplace performance indicators are based on competences identified for every placement. The specialized establishments refer as well to job descriptions. Every position has a grid which lists necessary competences.

In order to deepen this evaluation, some establishments refer to tools such as "Different and competent / Différents and compétents" http://www.differentetcompetent.org/le_dispositif.

The recognition of competences is always made depending on a job placement, according to professional experience and motivation of a person, based on the provided indicators while taking into consideration personal situation throughout the evaluation in a workplace.

Here is the list of identified performance indicators used during the traineeship and work placement assessment (**annex 5.2** English version):

- 1) Social life / relations
 - ✓ Relations / communication in general
 - ✓ Relationships / communication with co-workers/colleagues
 - ✓ Relations / communication with supervisors / establishment staff
 - ✓ Maturity / sense of responsibility
 - ✓ Mobility
- 2) Attitudes
 - ✓ Self-confidence / self-esteem
 - ✓ Attitude to conflicts (in a working team)
 - ✓ Control over emotions and self-control
 - ✓ Motivation
 - ✓ Reaction to difficulties (technical or relationship problems in the employment center for the handicapped)
- 3) Efficiency / professional skills
 - ✓ Skills and hand coordination
 - ✓ Quality of accomplished work
 - ✓ Performance: speed at which he/she shows decent work results
 - ✓ Endurance and concentration : time period he/she does the same work without making breaks
 - ✓ Capacity for initiatives / organization
- 4) Learning / adaptation / outputs
 - ✓ Learning capacities
 - ✓ Ability to accomplish complex work
 - ✓ Memory capacity for instructions
 - ✓ Educational outputs

- ✓ Capacities of adaptation to changes
- 5) Compliance with rules and constraints
 - ✓ Attitude to the introduced rules of the employment center for the handicapped
 - ✓ Punctuality at the beginning of an activity or after a break
 - ✓ Absenteeism (without any justification)
 - ✓ Compliance with the rules of hygiene (specified for every activity)
 - ✓ Compliance with the safety regulations

- **EVALUATION TOOLS**

Annex 1 Professional assessment
Annex 6 Information sheet for an “Ateliers de la Lys” worker
Annex 7 Evaluation goals for a Probation/Trial Period
Annex 8 Educational Evaluation grid

- **CRITERIA AND EVALUATION GRID (if applicable)**

Annex 2 Evaluation Social Accompaniment/Coaching (Project and its Renewal)
Annex 3 Psychological Evaluation
Annex 4 Educational Evaluation
Annex 5.1 Apprenticeship evaluation at the Quercitain ESAT
Annex 5.2 Apprenticeship Evaluation Grid of an “Ateliers de la Lys” worker

8. Overview flowchart

Enclosed.

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